

Sevier Middle
1004 Piedmont Park Rd.
Greenville, SC 29609

Grades 6-8 Middle School

Enrollment 550 Students

Principal Linda L Ward 864-292-7578

Superintendent Phinnize J. Fisher, Ed.D. 864-241-3456

Board Chair Charles J. Saylor 864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	15	26	2	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No
2005	Average	Unsatisfactory	No

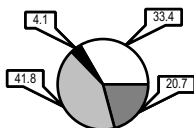
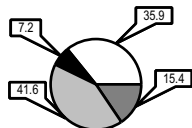
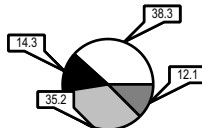
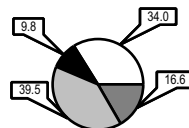
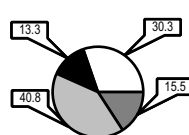
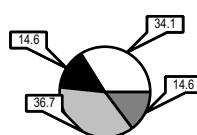
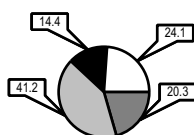
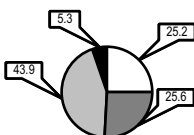
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	539	98.3	32.6	42.3	21.0	4.1	35.9	Yes	Yes
Gender									
Male	305	97.4	35.8	41.0	19.0	4.1	34.0		
Female	234	99.6	28.5	43.9	23.4	4.2	38.3		
Racial/Ethnic Group									
White	330	97.9	21.5	45.1	27.9	5.4	48.8	Yes	Yes
African American	162	98.8	52.8	38.7	7.0	1.4	10.6	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	39	100.0	50.0	33.3	13.9	2.8	25.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	438	98.6	24.9	45.4	24.6	5.1	41.4		
Disabled	101	97.0	67.0	28.4	4.5	0.0	11.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	539	98.3	32.6	42.3	21.0	4.1	35.9		
English Proficiency									
Limited English Proficient	14	100.0	83.3	16.7	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	525	98.3	31.3	43.0	21.5	4.3	36.8		
Socio-Economic Status									
Subsidized meals	239	98.7	48.0	43.6	6.9	1.5	16.7	No	Yes
Full-pay meals	300	98.0	21.2	41.4	31.3	6.1	50.0		

Mathematics – State Performance Objective = 36.7%									
All Students	539	98.7	35.2	42.0	15.5	7.2	32.9	Yes	Yes
Gender									
Male	305	98.4	34.4	41.9	15.2	8.5	34.8		
Female	234	99.2	36.2	42.3	16.0	5.6	30.5		
Racial/Ethnic Group									
White	330	98.5	21.5	46.0	21.8	10.7	45.6	Yes	Yes
African American	162	98.8	60.6	34.5	3.5	1.4	9.2	No	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	39	100.0	52.8	38.9	5.6	2.8	19.4	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	438	99.1	28.5	45.2	17.4	8.8	37.9		
Disabled	101	97.0	65.5	27.6	6.9	0.0	10.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	539	98.7	35.2	42.0	15.5	7.2	32.9		
English Proficiency									
Limited English Proficient	14	100.0	66.7	33.3	0.0	0.0	8.3	I/S	I/S
Non-Limited English Proficient	525	98.7	34.4	42.3	15.9	7.4	33.5		
Socio-Economic Status									
Subsidized meals	239	98.3	53.2	37.9	6.9	2.0	15.8	No	Yes
Full-pay meals	300	99.0	22.1	45.0	21.8	11.1	45.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	538	98.1	37.4	35.8	12.3	14.6	26.8
Gender							
Male	304	98.0	36.7	32.2	14.1	17.0	31.1
Female	234	98.3	38.4	40.3	10.0	11.4	21.3
Racial/Ethnic Group							
White	330	97.9	20.5	42.1	16.5	20.9	37.4
African American	161	98.1	71.6	22.0	4.3	2.1	6.4
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	39	100.0	47.2	36.1	5.6	11.1	16.7
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	438	98.6	29.9	39.3	13.7	17.0	30.7
Disabled	100	96.0	71.3	19.5	5.7	3.4	9.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	538	98.1	37.4	35.8	12.3	14.6	26.8
English Proficiency							
Limited English Proficient	14	100.0	66.7	25.0	0.0	8.3	8.3
Non-Limited English Proficient	524	98.1	36.7	36.0	12.6	14.7	27.3
Socio-Economic Status							
Subsidized meals	238	97.1	58.2	31.8	3.0	7.0	10.0
Full-pay meals	300	99.0	22.5	38.6	18.9	20.0	38.9

Social Studies							
All Students	539	98.3	33.3	40.0	16.8	9.9	26.7
Gender							
Male	305	97.7	31.9	34.4	21.1	12.6	33.7
Female	234	99.2	35.2	46.9	11.3	6.6	17.8
Racial/Ethnic Group							
White	330	97.6	19.9	43.1	23.2	13.8	37.0
African American	162	99.4	60.1	32.9	4.2	2.8	7.0
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	39	100.0	44.4	38.9	11.1	5.6	16.7
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	438	99.1	24.7	44.7	18.9	11.6	30.6
Disabled	101	95.1	72.4	18.4	6.9	2.3	9.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	539	98.3	33.3	40.0	16.8	9.9	26.7
English Proficiency							
Limited English Proficient	14	100.0	66.7	33.3	0.0	0.0	0.0
Non-Limited English Proficient	525	98.3	32.5	40.1	17.2	10.2	27.4
Socio-Economic Status							
Subsidized meals	239	97.9	50.2	36.9	7.9	4.9	12.8
Full-pay meals	300	98.7	21.1	42.1	23.2	13.6	36.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	177	100.0	41.8	32.1	23.0	3.0	26.1
	7	161	100.0	23.2	53.6	21.9	1.3	23.2
	8	177	97.2	31.5	51.9	15.4	1.2	16.7
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	173	98.3	43.6	34.0	19.9	2.6	22.4
	7	186	96.8	37.0	42.4	19.4	1.2	20.6
	8	180	100.0	17.4	50.3	23.6	8.7	32.3
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	177	99.4	27.9	40.6	23.0	8.5	31.5
	7	161	100.0	21.9	45.7	19.9	12.6	32.5
	8	177	97.2	43.2	43.8	11.1	1.9	13.0
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	173	98.8	28.8	46.2	17.3	7.7	25.0
	7	186	97.9	43.7	37.1	12.6	6.6	19.2
	8	180	99.4	32.5	43.1	16.9	7.5	24.4
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	173	97.7	35.5	37.4	11.6	15.5	27.1
	7	186	97.9	44.9	33.5	9.0	12.6	21.6
	8	179	98.9	31.4	36.5	16.4	15.7	32.1
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	173	98.3	40.1	37.6	15.9	6.4	22.3
	7	186	97.9	41.6	41.6	13.3	3.6	16.9
	8	180	98.9	18.1	40.6	21.3	20.0	41.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 550)				
Students enrolled in high school credit courses (grades 7 & 8)	12.9%	Down from 13.6%	20.6%	15.5%
Retention rate	0.5%	Down from 0.8%	2.6%	3.0%
Attendance rate	95.8%	Down from 96.0%	96.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.5%	Down from 6.3%	3.8%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.3%	Down from 6.1%	3.6%	4.6%
Eligible for gifted and talented	25.7%	Down from 25.9%	23.4%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	18.7%	Up from 17.4%	13.9%	13.6%
Older than usual for grade	1.5%	Down from 2.5%	3.8%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.4%	Up from 1.5%	0.8%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	56.3%	Up from 33.3%	54.0%	51.8%
Continuing contract teachers	75.0%	Down from 88.9%	80.6%	78.1%
Highly qualified teachers	86.2%	Down from 90.9%	90.3%	89.6%
Teachers with emergency or provisional certificates	6.5%	Up from 4.2%	4.8%	6.0%
Teachers returning from previous year	85.4%	Up from 81.6%	88.4%	85.4%
Teacher attendance rate	95.3%	Down from 96.1%	94.9%	94.9%
Average teacher salary	\$43,449	Up 9.0%	\$42,201	\$41,328
Prof. development days/teacher	10.4 days	Down from 10.5 days	12.0 days	11.5 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	3.0
Student-teacher ratio in core subjects	23.3 to 1	Down from 31.1 to 1	22.3 to 1	21.3 to 1
Prime instructional time	89.2%	Down from 91.3%	89.6%	89.3%
Dollars spent per pupil*	\$5,186	Down 3.2%	\$5,730	\$6,022
Percent of expenditures for teacher salaries*	56.6%	Up from 56.4%	63.0%	61.7%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	89.3%	Up from 88.1%	95.5%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The program at Sevier Middle School is designed to meet the academic, social, and developmental needs of its 547 students. The instructional day consists of five academic classes and two periods of related arts exploratory classes; this schedule gives students ample time to investigate a variety of topics and interests. The focus of the total program is on standards based, quality instruction. A large number of students participate in the fine arts programs, as well as in a challenging, fitness based physical education curriculum.

In 2004-2005 the school was guided by the vision, mission, and goals established through the school portfolio. Sevier Middle School's goals are aligned with the district's Education Plan that focuses all schools in Greenville County toward the success of every student.

Goals include: students will demonstrate increased mastery of academic subjects; a safe, orderly and inviting environment will be provided for students, staff and the community; student learning and achievement will increase through the use of technology.

The instructional emphasis for this year was on strengthening the language arts curriculum to provide direct instruction in reading techniques, written expression, and literature study. This focus was applied across the curriculum and tied to instructional standards in every discipline.

Strengths which helped us move toward our goals included staff cohesion, extensive professional development, scheduled team planning and meeting times, dedicated technology staff development, an active and supportive PTA, and parent involvement activities.

The challenges for the year were unique. The teaching staff included 14 professionals new to the school. Due to the closing of another school, the student population also changed; students had to be introduced to the expectations of Sevier Middle and they had to be trained for the daily routines and procedures in our learning environment. This year we were located in a small elementary facility; there were not enough classrooms for teachers, there was no ability to maintain separation of grades, and there was no computer internet connection in two-thirds of the classrooms. Related arts facilities were very cramped and inadequate.

Despite the challenges, the staff maintained a positive focus on learning and students demonstrated remarkable growth in many areas of daily performance.

May Welborn, SIC Chairman, Sevier Middle School
Linda L. Ward, Principal, Sevier Middle School

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	163	66
Percent satisfied with learning environment	87.1%	61.0%	65.6%
Percent satisfied with social and physical environment	81.3%	65.6%	60.0%
Percent satisfied with school-home relations	71.9%	89.4%	68.3%

*Only students at the highest middle school grade level at this school and their parents were included.